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RESEARCH PROBLEMS IN VOCATIONAL EDUCATION, CONFERENCE REPORT OF THE GEORGIA RCU ADVISORY COMMITTEE. (CLARKSTON, OCTOBER 21, 1966).

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THE RESEARCH COORDINATING UNIT ADVISORY COMMITTEE, COMPOSED OF REPRESENTATIVES FROM MANY AND DIVERSE COMMUNITY, OCCUPATIONAL, AND EDUCATIONAL GROUPS, MET TO IDENTIFY RESEARCH PROBLEMS OF A PRIORITY NATURE IN VOCATIONAL AND TECHNICAL EDUCATION. THEY MET IN SMALL GROUPS DURING THE 1-DAY SESSION. MAJOR PROBLEMS WERE IDENTIFIED AT THE SECONDARY AND POST-SECONDARY LEVELS IN THE AREAS OF HOME ECONOMICS, AGRICULTURE, TRADE AND INDUSTRIAL, DISTRIBUTIVE, AND BUSINESS EDUCATION. SUGGESTED TOPICS FOR RESEARCH INCLUDED (2) INVESTIGATION OF METHODS OF CREATING A FAVORABLE AND POSITIVE IMAGE OF VOCATIONAL EDUCATION, (2) STUDY OF THE CORRELATION OF ACADEMIC BACKGROUND AND OCCUPATIONAL EXPERIENCE AS RELATED TO TEACHER COMPETENCIES, (3) DEVELOPMENT AND DISSEMINATION OF OCCUPATIONAL INFORMATION TO HIGH SCHOOL STUDENTS, AND (4) DETERMINATION OF REASONS FOR THE CONTINUING LOSS OF OUTSTANDING DISTRIBUTIVE EDUCATION TEACHER COORDINATORS TO BUSINESS AND INDUSTRY. OTHER TOPICS CONCERNED EVALUATION OF STUDENT AND PERSONNEL RECRUITMENT, STUDENT SELECTION AND PLACEMENT, CURRICULUM DEVELOPMENT AND EXPERIMENTATION, OCCUPATIONAL TRENDS, TEACHER EDUCATION, PROGRAM DEVELOPMENT, AND ADMINISTRATION AT LOCAL AND STATE LEVELS. (PS)

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RESEARCH PROBLEMS IN VOCATIONAL EDUCATION

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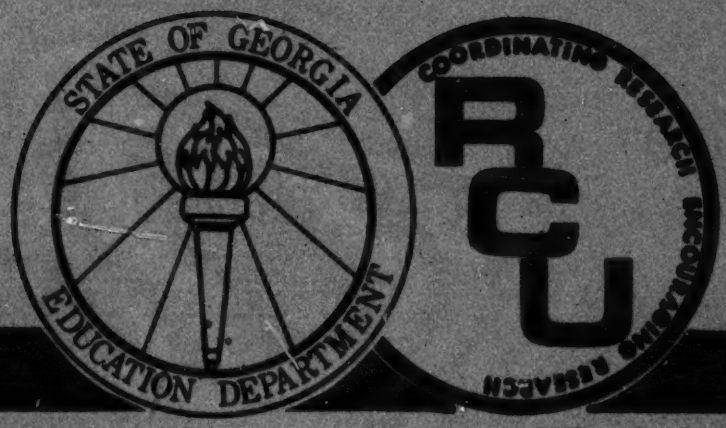

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CONFERENCE REPORT OF THE

GEORGIA RCU ADVISORY COMMITTEE

RESEARCH PROBLEMS IN VOCATIONAL EDUCATION

Sponsored by

Research Coordinating Unit
Vocational Education Division
255 State Office Building
Atlanta, Georgia 30334

Prepared and Edited
by

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April, 1967

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FOREWORD

The directions which vocational education and occupational training take in future years in Georgia are being plotted now--in the present--today.

Those of us involved in plotting the direction for vocational education and occupational training in the state are aware of the contributions which occupational research can make in helping us determine the direction for our programs and our long-range plans.

We are anxious to enlist the efforts of those in Georgia interested in carrying on educational research. Through the stimulus of Georgia's Occupational Research Coordinating Unit, located in the Vocational Education Division of the State Department of Education, we are working to identify research topics of priority interest in the areas of vocational education and occupational training.

The report which follows contains a list of the major problems in vocational education and occupational training which the Advisory Committee of Georgia's RCU identified as being priority problems to which occupational research should be directed.

We invite those graduate students and researchers in Georgia who are interested in carrying on education and occupational research to direct their research interests to the research problems identified in this report.

The quality of vocational education and occupational training offered in Georgia is closely related to the state's potential to develop as an economic and industrial leader in the country. Thus we seek quality research in the area of occupational training to give direction to our programs, to involve Georgians in projecting the directions of Georgia's economic and industrial potential, and to provide additional means-- by research--to bring Georgia's people and Georgia's jobs together.

Atlanta, Georgia
April 3, 1967

JAMES E. BOTTOMS

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SECTION I
INTRODUCTION

The contribution which vocational education can make to the human and economic development of Georgia is dependent upon program development and program operation keyed to change. Thus, the purpose of the Research Coordinating Unit in Georgia is to mobilize on a priority basis the state's resources for vocational education research. In mobilizing this effort, the RCU looked to its Advisory Committee to serve as a catalyst in identifying priority topics for occupational and vocational research to be carried on in the State.

The Advisory Committee to Georgia's RCU met for a one-day session on October 21, 1966, at DeKalb Area Technical School, Clarkston, Georgia. The purpose of the meeting was to identify research problems of a priority nature in the area of vocational-technical education and to build within Georgia a communications network representing business, industry, labor, management, vocational education researchers, teachers, and administrators for the purpose of working together to solve identified problems.

Dr. John E. Bean, Specialist, Education Resource Development Branch, U. S. Office of Education, was the featured speaker for the day's meeting. He outlined the purpose of the RCU as "Research-encouraging; research-coordinating." He further stated that the research unit has several important functions to perform. Among these are the following:

1. To undertake a research inventory of individuals, institutions, and industries in the state having a direct or indirect relationship to research in vocational and technical education;

2. To identify an overall state philosophy of occupational research priorities and to identify those people in the State who can carry on such research;

3. To help design and review research proposals in the area of vocational education research;

4. To coordinate the efforts of vocational education research designers and consumers in the state and to disseminate the results of such research to interested people, both in and out of the state of Georgia.

Dr. Bean further pointed out that:

1. State funds are available to initiate occupational research and that more and more people in Georgia are looking to their State for financial support of research and that over the next 18 months, $900,000 of State money will be put into research, thus establishing a research environment in the state;

2. Additional benefits of establishing a RCU come in the form of education resource and research units and libraries and that the RCU's in the country have their own abstracting and coding

service and that some RCU's are moving into the area of planning and controlling along PERT lines;

3. The opportunity for making meaningful and significant contributions to research in vocational education is "wide open";

4. Contributions to vocational education research are "limited only as to how you can work together, limited only by your own imagination, and limited only by your own ability to see the possibilities of being able to do the job";

5. Although the RCU is completely financed by Federal funds for its first year of operation, Georgia will assume 25 percent financial support for the unit during its second year of operation, 50 percent during its third year of operation, and 100 percent financial support for the fourth and subsequent years of operation.

SECTION II
GROUP ASSIGNMENTS

The RCU Advisory Committee is composed of representatives from many and diverse community, occupational, and education groups whose interests touch in many ways the world of man's work and his training for that work.

The Advisory Committee met in five small groups in a morning session to identify vocational problems at education levels and along service lines to which research efforts could be directed. The committee worked in four small groups in an afternoon session to identify priority research problems concerning program placement, curriculum development, experimentation, and occupational trends, personnel recruitment and teacher education, and program development, organization, and administration. Following the afternoon group meetings, group recorders presented session summaries which are included in this report.

Many of the problems identified by the Advisory Committee as being research-worthy and priority in nature are problems which are currently being researched in Georgia. Such problems include the suggestion of Group A that research be done to investigate methods of creating favorable and positive images of vocational education. Such research will be carried on in a 1967 summer institute funded under 4(c) to be held at Georgia State College. The purpose of the institute is to develop improved vocational education information programs in the 50 states.

Other problems suggested by the Advisory Committee, and moving into the research proposal stage during the RCU's first four months of operation, include identification by Group A of the need to develop evaluation techniques for post-high school and high school occupational education programs, high school homemakers programs, and adult programs. Such a project has been submitted for 4(c) funding by Dr. Aleene Cross of the University of Georgia. The project is designed to pool the resources of three southern states by evaluating vocational home economics programs in terms of the effectiveness of full-time homemakers and homemakers who are also full-time employees.

Several groups suggested a high priority need for development and dissemination of occupational information to high school students. A sweeping research proposal related to this topic in Georgia, and recently submitted for 4(c) funding, is a five-year research project in the Atlanta Public Schools. This proposal is based on the premise that all pupils, grades three through twelve, regardless of their socio-economic environment, are in need of occupational information to form a more adequate basis for establishing realistic concepts of what may be involved in attaining their occupational goals.

In suggesting high priority occupational research, Group D identified the continuing problems of recruiting more well-qualified distributive education teachers who have technical information and can apply it in meaningful classroom teaching experiences. Group D also identified for priority research a determination of reasons for the continuing loss of outstanding distributive teacher coordinators to business and industry.

Thus, in suggesting priority problems in the area of occupational research and vocational education, the RCU's Advisory Committee members relfected an awareness of research problems requiring priority action within the state of Georgia.

As the work of the RCU staff and vocational education researchers continues on a state-wide basis through this first year of the RCU's operation, more and more reliance will be put upon the utilization of these problems which the Advisory Committee directed to the RCU staff's attention, and, through the RCU's organization structure, to others interested and involved in vocational education research in Georgia.

SECTION III
GROUP REPORTS - TOPIC A

GROUP A

Group Assignment

Identify and examine problems related to occupational training in secondary and post-secondary levels in home economics.

Discussion Leader	Group Members
Miss Frances King	Dr. Warren C. Bonney
	Mrs. Flora Davis
Recorder	Mrs. Maria Mallet
	Mr. George Mulling
Dr. Aleene Cross	Mr. Charles Rice

Group Report

Group A identified the following as being high priority home economics research problems:

1. A determination of the skills needed in related home economics occupations of

   hotel and motel service personnel
   food service workers
   drapery and slipcover makers
   altering and custom tailoring workers
   child care workers;

2. Investigation of the characteristics, both technical and non-technical, which employers desire in home economics-related occupation workers regarding age and sex;

3. Investigation of methods to be used in creating favorable and positive images concerning home economics and service occupations;

4. Development of evaluation techniques for

   post-high school and high school
   occupational education programs
   high school homemaking programs
   adult homemaking programs;

5. Preparation of home economics teachers concerning their competencies as related to their need for occupational courses and ways of developing these competencies;

GROUP B

Group Assignment

Identify and examine problems related to occupational training in secondary and post-secondary levels in agricultural education.

Discussion Leader	Group Members
Mr. Ira Dickerson	Mr. O. W. Ginn
	Dr. Harry Bowman
Recorder	Mr. Horace Odom
	Dr. Ed Martin
Dr. G. L. O'Kelley	Mr. Ed Word
	Mr. Charles Bulloch

Group Report

In identifying high priority problem areas for research in agriculture education, Group B pointed out the following:

1. An identification and a definition of the field of agriculture education;

2. A determination of what the current objectives of agriculture education are and should be;

3. A determination of the specific occupations requiring agricultural competencies;

4. A study of the effect of agricultural competencies on success in agricultural occupations;

5. A determination of whether or not these competencies are needed in specifically agriculture or in agriculture related occupations;

6. Identification of a means of coordinating the related areas of other vocational education programs with agriculture;

7. A determination of the level of student proficiency which should be sought in agriculture education programs;

8. Identification of procedures to be used in determining needed agriculture training programs in a specific geographical area;

9. An investigation of the "problem approach" to determine its effectiveness as a teaching method in vocational education;

10. A study of the results of team teaching method in the field of non-farm agricultural occupations;

11. A determination of the advantages and disadvantages of training students for employment without regard to "currently recognized service lines";

12. An investigation of whether or not a student prepared for an immediate career in agriculture has the education capacity to transfer into another field when such a change is required.

GROUP C

Group Assignment

Identify and examine problems related to occupational training at the secondary and post-secondary level in trade and industrial education.

Discussion Leader

Mr. Ed Bodenhamer

Recorder

Dr. Karl Doss

Group Members

Dr. R. Earl Green
Dr. E. T. Eggers
Dr. Don Hackett
Mr. F. Adrian Norton
Mrs. Selina Johnson
Mr. B. C. Rollins
Mr. Gerard Letourneau
Mr. E, R. Giles

Group Report

Trade and industrial education problems for high priority research as identified by Group C fell into the following categories:

1. Development of criteria for selection of vocational education teachers in areas other than those related to technical competencies;

2. Study of the feasibility of utilizing academic teachers for related basic courses in trade and industrial education;

3. Study of the correlation of academic background and occupational experience as related to teacher competencies;

4. A determination of whether or not academic courses should be included in occupational training programs;

5. A study of the effectiveness of team teaching in vocational education programs;

6. A study into the feasibility of reducing the program length in some vocational programs from an 18-month period to a 10- or 12-month period, depending on the design, the objectives, and the student competencies related to these programs;

7. A study of how vocational educators can influence students who have dropped out of their programs to reenter vocational education schools;

8. A determination of practical and tangible methods of introducing study of "The World of Work" into public school programs;

9. A study of how the use of better public relations information could improve communications upon area school personnel and student; upon high schools in area school districts and area schools; upon actual and potential employers in area school districts and area school staffs and students.

GROUP D

Group Assignment

Identify and examine problems related to occupational training at secondary and post-secondary level in distributive education.

Discussion Leader	Group Members
Miss Mildred Jackson	Mr. Loyal F. Harris
	Dr. Horace M. Bond
Recorder	Mrs. Elmyra J. Rumph
	Mr. A. C. Dickey
Mr. Bill Cheshire	Mr. Robert Worden
	Dr. Robert Garren

Group Report

In identifying and examining problems related to occupational training at secondary and post-secondary levels in distributive education, Group D made the following suggestions about topics for high-priority research:

1. Identification of jobs in business and industry which presently rely on distributive services and identification of such jobs likely to develop in the future;

2. A study of employment needs of business and industry which rely on distributive services;

3. A study of effective dissemination of information concerning business and industry needs for distributive services to distributive education teachers and students to help them know where jobs are available, to know which jobs are available, and to gain a realistic concept of distribution opportunities available;

4. Identification of the human readiness factor as it affects the distributive education student seeking training and employment

5. Development of a means to inform high school guidance counselors of current, practical, and accurate information concerning the world of work and job opportunities they must know about to accurately guide high school students;

6. A study of effective methods of disseminating occupational information to guidance counselors;

7. A study of methods to motivate students to upgrade themselves to grow in job capacity once they are on the job;

8. A study to find a means of recruiting more well-qualified distributive education teachers who have developed technical abilities and methods of presenting technical information in meaningful classroom experience;

9. A study to determine reasons for the continuing loss of outstanding distributive teacher coordinators to business and industry;

10. Development of a means to help public school administrators understand what a distributive education program is and of a means to involve business and industry representatives in designing distributive education programs;

11. A study to define up-to-date information for inclusion in distributive education curriculums, to redesign and up-date evaluation materials;

12. A study to develop joint vocational education programs such as distributive education, home economics, and agricultural distributive education;

13. A study to determine how to financially support the equipping of distributive education classrooms with laboratories.

GROUP E

Group Assignment

Identify and examine problems related to occupational training in secondary and post-secondary levels in business education.

Discussion Leader

Mr. Russell Mercer

Recorder

Dr. A. B. Parker Liles

Group Members

Dr. Harold Nix
Dr. Lloyd Baughm
Dr. John Tootle
Mr. Zack Henderson
Mr. Lenos E. Nichols
Mr. Lindle Freeman
Mr. Johnny Browne
Miss Virginia Ezzard
Dr. Rhea West

Group Report

Group E, in identifying priority items for research investigation in the area of business education, suggested the following:

1. A study to determine on what basis occupational choices are made;

2. A study of office duties and responsibilities in new and emerging occupations;

3. A study to determine the optimum time needed for teaching required skills and insights for initial office employment;

4. A study to determine the effectiveness of school placement and follow-up programs for graduates who entered office occupations;

5. A study to determine the vocational competence of the graduates of vocational training program in the area of secretarial, clerical, and business management curriculums;

6. A study to determine the effect of work experience in the preparation of office employees;

7. A study of office machines knowledge and skills needed for initial office employment;

8. An in-depth study to follow-up school leavers as well as to study to develop educational experience within the curriculum which will stimulate and encourage school leavers to continue their education after initial employment;

9. A determination of the effectiveness of methods used in the guidance and selection of students for vocational training programs in office occupations;

10. A study to identify and to prepare students with special needs for office employment and to determine office job opportunities for these students;

11. A study to determine the effectiveness of funded training programs for the preparation of 16- to 21-year olds for entry into office occupations compared with similar programs in comprehensive public secondary schools.

SECTION III
GROUP REPORTS - TOPIC B

GROUP 1

Group Assignment

Identify major overall problems related to occupational training at all levels regarding evaluation of vocational programs and student recruitment, selection, and placement.

Discussion Leader

Dr. G. L. O'Kelley

Recorder

Mr. Ed Bodenhamer

Group Members

Dr. E. T. Eggers
Mr. Russell Mercer
Dr. Warren C. Bonney
Miss Virginia Ezzard
Dr. Horace M. Bond
Mr. Charles Rice
Mrs. Flora Davis
Mr. F. Adrian Norton

Group Report

Resulting from its session in examining priority problems related to all levels of occupational training concerning the evaluation of vocational programs and the recruitment, selection, and placement of vocational education students, Group 1 identified six areas for research.

1. A study of the objectives of vocational and technical education and a study of evaluation as related to these objectives.

2. A study to determine the best methods of applying evaluative criteria which have been or could be developed to measure the effectiveness of stated vocational education and occupational research objectives.

3. A determination of the characteristics of those potential students judged most likely to succeed in and benefit from vocational education programs as well as those of students judged most likely not to succeed and benefit from such programs.

4. A determination of what the public image of vocational education is for several publics--the industrial public, the business public, the educational public, the general public.

5. A determination of the grading system, the accreditation, the granting of associate degrees as they affect both vocational education, student recruitment, and eventual student job placement prospects.

GROUP 2

Group Assignment

Identify major overall problems related to occupational training in all levels regarding curriculum development, experimentation, and occupational trends.

Discussion Leader	Group Members
Dr. Aleene Cross	Dr. A. B. Parker Liles
	Mr. Robert Worden
Recorder	Mrs. Selina Johnson
	Dr. R. Earl Green
Miss Mildred Jackson	Mr. Loyal F. Harris
	Mrs. Maria Mallet
	Miss Frances King
	Mr. Charles Bulloch
	Mr. Bill Cheshire

Group Report

Citing problems ready for priority research, Group 2 suggested studies in serveral areas.

1. A study of how information on current occupational trends at local, state, and national levels can be disseminated to those persons responsible for developing curricula offerings.

2. A study of how vocational educators can be kept knowledgeable as to the type and location of emerging jobs.

3. An intensive follow-up study of vocational education graduates after five to ten years of employment, perhaps utilizing industrial interviews.

4. A case history study of skilled workers who have worked at least five years, the objective being to determine how these students reached their present job positions and to evaluate the instruction which they received.

5. A study to determine how area vocational-technical school personnel determined curricula programs to be offered.

6. A study to determine the background and the competence of high school administrators as related to their knowledge, understanding, interest in, and administration of vocational programs.

7. A study of the emerging hospitality industry to determine current and emerging job classifications and personnel needs.

8. Development of a sophisticated advertising program developed according to research findings, the objective being to promote vocational education.

GROUP 3

Group Assignment

Identify major overall problems related to occupational training at all levels regarding personnel recruitment and teacher education.

Discussion Leader	Group Members
Dr. Karl Doss	Dr. Donald Hackett
	Mr. Horace Odom
Recorder	Mr. E. R. Giles
	Mr. B. C. Rollins
Mr. Ed Word	Dr. Lloyd Baughm
	Mrs. Elmyra J. Rumph
	Mr. Ira Dickerson
	Mr. Zack Henderson

Group Report

In identifying major overall researchable problems related to personnel recruiting and teacher education, Group 3 made several suggestions.

1. A study to determine the importance of occupational work experiences to the qualifications of occupational training program instructors.

2. A determination of whether or not there should be any difference between the qualifications required of full-time day instructors of vocational education and the qualifications of part-time or extension program instructors of vocational education.

3. A determination of the number of methods courses which are necessary to produce teaching competencies in a person who comes to teaching immediately from a non-teaching occupation.

4. A study of the numbers of instructors needed for teaching occupational education classes now, five years from now, and ten years from now.

5. A determination of the reasons occupational training instructors leave industry to teach.

6. A study of the possibilities of industry financing trade and technical training programs to a greater extent than is being done at present.

7. A study of the use of educational television in in-service training programs for vocational educators.

8. A study of the implications which educational television has for teaching extension and evening vocational education classes in non-metropolitan areas.

9. A study to determine whether or not industry prefers to employ an already specifically trained student.

10. A determination of the production level which industry desires in its new employees when they come directly into the employment market from vocational education programs.

GROUP 4

Group Assignment

Identify major overall problems related to occupational trends at all levels regarding program development, organization, and administration at local and state levels.

Discussion Leader	Group Members
Mr. Johnny Browne	Mr. George Mulling
	Mr. A. C. Dickey
Recorder	Mr. O. W. Ginn
	Mr. Jim Hinson
Mrs. Mary Kay Murphy	Dr. John Tootle
	Dr. Ed Martin
	Mr. L. E. Nichols
	Dr. Rhea West
	Mr. Lindle Freeman
	Dr. Harold Nix

Group Reports

In determining the major overall problems related to occupational trends at all levels regarding program development, organization, and administration, Group 4 suggested the following as being areas for high priority research investigation.

1. A study of the emerging and changing occupational opportunities and trends to promote better communications between the high school counselor and student, the high school teacher and student, industry and high school counselor, and industry and the State Department of Education.

2. A study of emerging job trends away from the farm and toward automated, electrical living; movement of large numbers of women into the labor market.

3. A study of methods to inform students who from their own personal experience know little of job benefits, job opportunities, job openings, and job trends.

4. A study of new and emerging occupations to find methods of getting students to aspire to jobs they don't know about, of telling students of the way of life which accompanies a job choice, of making curricula offerings reflect the needs of educators and employers alike, and of letting students know that there is pleasure associated with work.

5. A study to determine if there is a need from some person or group to coordinate all education efforts at the State level and to effectively distribute information developed by such persons or groups.

6. A study of the kind of information needed by high school and area school counselors regarding occupational trends in order to provide effective counseling.

7. A study of the wise use of leisure time since leisure time expansion seems to be a trend accompanying present and emerging occupations.

SECTION IV
CONCLUSIONS FROM GROUP REPORTS

An examination of the problems identifed by the Advisory Committee reveals that they can be grouped into eight major areas.

A. In defining the skills needed by students to enter emerging and changing occupations, the following problems need priority research:

1. A study of the advantages and the disadvantages of training students for employment without considering "currently recognized service lines";

2. A study of the ability of students to transfer from one vocational program to another when a change is required;

3. A study of the machines knowledge and skills needed for present and emerging vocational employment.

B. In developing a system to obtain labor market trends, the following need priority research:

1. Identification of programs needed in specific geographic areas;

2. Identification of present and emerging jobs in business and industry which require vocational education skills;

3. Study of duties and responsibilities in present and emerging occupations;

4. Study of trends to employ large number of women in the labor market;

5. Study of a means to get information on current occupation trends and development to those at the local, state, and national levels responsible for developing vocational education curricula.

C. In developing a positive image for vocational education and an accurate communications network, the following need priority research:

1. Study of how a better public relations information could improve the image of what area vocational-technical schools are designed to do;

2. Study of what the public image of vocational education is for several publics--the industrial public, the business public, the education public, the general public;

3. Development of a sophisticated vocational education advertising program developed according to research findings to promote vocational education;

4. Study of a means to involve business and industry representatives in designing vocational education programs;

5. Study of a means to help public shcool administrators in understanding the contribution of vocational education programs.

D. In evaluating vocational education programs and in following-up program development, the following are suggested for priority research:

1. Study to determine the effectiveness of school placement and of follow-up programs for vocational education graduates who enter the labor market;

2. Intensive follow-up of vocational education graduates 5-10 years after program completion to determine effect of vocational education on employment performance;

3. Study of length of vocational education courses related to the design, the objectives, the student competencies to be developed in vocational education courses;

4. Study of the problems of a uniform grading system, of accredition, of the granting of associate degrees as these affect program development, student recruitment, and job placement prospects.

E. In selecting, preparing, and recruiting vocational education teachers, the following need priority research:

1. Study of the employment qualifications of full-time day instructors of vocational education and of the qualifications of the part-time extension instructors of vocational education;

2. Study of a means to recruit more well-qualified vocational education teachers who have technical abilities and methods of presenting them in meaningful classroom experiences;

3. Study of academic background and occupational experiences as related to vocational education teacher competence;

4. Development of criteria for selecting vocational education teachers on competencies other than those related to technical competencies.

F. In developing, organizing, and implementing curricula offerings and curricula change, the following are suggested for priority research:

1. Study to determine the objectives of vocational education and to redesign and up-date vocational education curricula offerings and materials in relation to these objectives;

2. Study of the use of education television for in-service training programs for vocational educators and for their classroom teaching use in non-metropolitan and in metropolitan areas of the state;

3. Study of plan to introduce related basic courses of communications and study skills, of mathematics, and of science into trade and industry and technical curricula offerings in area schools;

4. Study of the effect of team teaching on vocational education programs content and offerings;

5. Study to develop educational experiences into curricula offerings which will stimulate the potential school dropout to stay in school and to prepare the student with special needs for job opportunities and employment;

6. Study of how curricula offerings are now determined by those administering vocational education programs.

G. <u>In selecting students for vocational programs and in informing them of vocational guidance opportunities</u>, the following need priority research:

1. Study of human readiness factor as it affects a student seeking job training and employment;

2. Study of developing a means of introducing a study of "The World of Work" into public elementary and high school programs;

3. Study to determine the characteristics of potential students most likely to benefit from vocational education;

4. Study to determine the basis for students' choice for occupations;

5. Study of a means of informing counselors, students, and parents of present and emerging jobs in business and industry;

6. Study of methods of informing students who from their own experience don't know of job benefits, opportunities, openings, or locations.

SECTION V
CONFERENCE SUMMARY

The implications for vocational education and occupational research in the State of Georgia as a result of the RCU Advisory Committee's meeting in October, 1966, are timely and in agreement with some research efforts which were already underway prior to the Committee's meeting. Yet, it is in the area of occupational and vocational education research to be undertaken that the Advisory Committee's identification of problems can possibly be of most meaningful direction to Georgia's RCU and its plans for initiating, stimulating, coordinating, and disseminating research information. As the most immediate research problems are identified, researched, and concluded, other research priorities will be called upon to take their place. Because of the many, varied, and immediate occupational and vocational education research problems which the Georgia RCU Advisory Committee proposed, Georgia's occupational and vocational education researchers have a full and promising research agenda from which to choose and to which to give consideration.

SECTION VI
LIST OF PARTICIPANTS

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